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ABSTRACT

Public schools in Albuquerque, New Mexico, used a Title IV Part A grant to assist American Indian elementary and secondary school students in receiving passing grades and improving school-related behaviors. Canoncito Navajo Reservation, the Isleta Pueblo, and urban Indian students in Albuquerque participated in the program. Personnel consisted of a project coordinator, resource teacher, 39 tutors, and a secretary. Administration, evaluation, and training programs were centralized, while service delivery was adapted to each community's needs. Twenty-one Canoncito students in grades 6-12 exceeded program objectives in 7 school-related skill areas, while their parents met objectives for parent participation. The Isleta component served 51 middle school and 123 high school students; the urban component served 75 elementary school, 132 middle school, and 134 high school students. Both components met objectives of 50% of students maintaining/improving their grades and improving in eight school-related skill areas. Significant majorities of cooperating classroom teachers (Canoncito 90%, Isleta 76%, Urban 62%) indicated that students' success justified time spent on tutoring outside classrooms. A grant extension provided tutoring to 129 additional students during summer session. The program evaluation contains recommendations for improvement, tables summarizing program data, summary of responses to tutor questionnaire, and copies of reporting forms. (LFL)

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Title IV
Indian Education

Program Evaluation
1985-86

RC 016066

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Title IV Indian Education
1985-86 Program Evaluation
Administrative Summary

Title IV Part A grant, awarded by the U.S. Department of Education, provided supplemental funds in 1985-86 to the Albuquerque Public Schools for the improvement of educational opportunities for eligible Native American students enrolled in the district schools. The grant award extended from July 1, 1985 through June 30, 1986. A 30 day extension, through July 31, 1986, was obtained in order that summer school services could be provided under this proposal.

Three communities received services from the Title IV program. The Canoncito Navajo Reservation, the Isleta Pueblo, and Urban Indian residents comprised this service population. Although the program was centralized for administration, evaluation, and training purposes, the service delivery format was modified to meet the differing needs of each community. Personnel consisted of a project coordinator, a resource teacher, 39 tutors, and one secretary. Tutors' 1985-86 quarterly reports indicate that approximately 536 students were provided services during the fall and spring semesters.

The Title IV tutoring program for Canoncito students included a tutor at John Adams Middle School and two tutors at West Mesa High School. Twenty-one students in grades 6-12 received regular tutoring throughout the school year.

Canoncito: The Canoncito component focused primarily on the development of educationally related skills that are important to the student's functioning in the school setting. The objective that 50% of the students would show improvement in these school related behaviors was exceeded in all seven skill areas. Canoncito participants met the objectives for parent participation with parents attending PAC meetings and making at least three school visits.

Isleta and Urban: The Isleta component served 51 students at Polk Middle School and 123 students at Rio Grande High School. The Urban component is the largest of the three components, serving 38 schools and a total of 340 students. The objective that 50% of the students would maintain or improve the grades with which they entered tutoring was achieved and surpassed for both the Isleta and Urban components. Improvement in school related behaviors was anticipated for 50% of the students in all eight skill areas. The Urban component met the objective in seven of the eight skills for more than 50% of the students. The Isleta component students met the objective in all eight skill areas.

When surveyed, significant majorities (Canoncito 90%; Isleta 76%; Urban 62%) of the cooperating classroom teachers in each of the three components indicated that the time spent out of the classroom for tutoring was justified by the students' success. The Title IV program was seen by 83-90% of these teachers to be "somewhat" to "very" successfully meeting the needs of the students.

During the summer session 129 students were provided tutoring services and/or tuition scholarships. Tutoring was provided to 17 students in 32 middle school classes and 46 students in 66 high school courses. Passing grades were obtained in 67% of the middle school classes and 89% of the high school

classes in which students were enrolled. The objective was not met at the middle school level but was met and surpassed at the high school level.

The total program served over 500 students and generated an abundance of data. Tutors report that advanced course content and remediation needs make tutoring a difficult service to provide at the high school level. Project personnel and the Parent Advisory Committee (PAC) may wish to investigate the effects of directing program emphasis to intervention in the earlier grades. This may eventually reduce the need for intervention at the secondary level. Methods for collecting and organizing project data that allow easy access and review are integral to program functioning. Efficient data management systems should be given strong emphasis if ongoing program improvement is to be realized.

Overall, the Title IV program evaluation reflects a successful year in meeting project objectives. The three components within the Title IV program had a total of seven objectives addressing the areas of improvement in grades, improvement in school related behaviors, and increased parent involvement. The project exceeded criteria in six of the seven objectives and partially met the criteria in the seventh objective. Of the seven specified objectives which dealt with improvement in achievement, school-related behaviors, and parent involvement, the three Title IV components (Canoncito, Isleta, and Urban) exceeded expectations in six and partially met specified criteria in the seventh.

Title IV Indian Education
1985-86 Program Evaluation
Program Description

The Title IV Part A grant, awarded by the U.S. Department of Education, provided supplemental funds in 1985-86 to the Albuquerque Public Schools for the improvement of educational opportunities for eligible Native American students enrolled in the district schools. The grant award extended from July 1, 1985 through June 30, 1986. A 30 day extension, through July 31, 1986, was obtained in order that summer school services could also be provided under this proposal.

The Parent Advisory Committee (PAC), formed according to the requirements of the granting agency, completed a needs assessment to identify program emphasis for the 1985-86 school year. The results of the PAC needs assessment, coupled with the project administration's knowledge of district programs, provided direction regarding the focus of the Title IV program. Educational tutoring was identified as the major concern. The proposal included a projection of 2,189 eligible children. The volume of students eligible for the Urban component dictated that target groups be identified within this component. Those students who exhibited the greatest need for remediation, demonstrated by below grade level functioning, were identified as the Urban component target group. Referrals for the tutoring program were made for K-12 students by teachers, counselors, and parents. Once eligibility was verified by the program coordinator, each student was assigned to the Title IV tutor in his/her school.

Quarterly reports indicate that approximately 536 students were provided tutoring services during the fall and spring semesters. In addition, during the summer session, 129 students were provided tutoring services and/or tuition scholarships.

The Canoncito Navajo Reservation, the Isleta Pueblo, and Urban Indian residents comprised the service population for the Title IV program. Although the program was centralized for administration, evaluation, and training purposes, the service delivery format was modified to meet the differing needs of each community. Personnel consisted of a project coordinator, a resource teacher, 39 tutors, and one secretary. The March, 1986 progress report showed 39 tutors serving 36 elementary, middle, and high schools within the district. A resource teacher provided assistance to tutors in the development of tutoring plans, obtaining materials, and working with school personnel. The program coordinator was responsible for the overall administrative management of the program.

An in-service program was provided by the resource teacher, program coordinator, and other district personnel to all tutors. In-service programs were designed to increase tutors' skills in providing academic instruction and in dealing with affective issues that influence students' school performance.

Project Goals

The goals of the Title IV program were to improve the school functioning of Native American students and to assist these students in receiving passing grades in their academic subjects. Project efforts to accomplish these goals are carried out through the provision of supplemental academic tutoring. The evaluation of project goals included the assessment of each individual student's academic performance and assessment of student performance in eight school- related skill areas. Quarterly grades for subjects in which students received tutoring were obtained as well as teachers' assessments of students' post-tutoring performance in identified school behaviors. Specific objectives differ for each component and are identified and described individually.

Canoncito Component

The Title IV tutoring program for Canoncito students included a tutor at John Adams Middle School and two tutors at West Mesa High School. A total of 21 students in grades 6-12 received regular tutoring throughout the school year. The Canoncito component focused primarily on the development of educationally related skills important to the student's functioning in the school setting. These included listening skills, following directions, turning in work on time, participating in class, improving attendance, developing positive attitudes towards school, improving self-concept, and gaining skills of self-management. Academic tutoring was used as the medium to accomplish skill improvement. The student's performance in these areas was measured post-tutoring by a teacher-completed rating scale (Tutoring Progress Report, Attachment B).

Isleta Component

The Isleta component served 174 students, 51 at Polk Middle School and 123 at Rio Grande High School. Tutoring at the middle school level occurred in six different subjects across all three grade levels. The high school tutoring occurred in five areas of math, three sciences, two social sciences, and English.

Urban Component

The Urban component, serving 38 schools, was the largest of the three components. Students from 14 elementary schools received tutoring in reading, math, spelling, and language arts. The total group of elementary students served numbered 75. Middle school students received tutoring in all curriculum areas in 14 schools, with 132 students being served. The subjects in which the 134 high school students received tutoring varied across all 10 schools.

Student selection for the Urban component was made through referral by teacher, counselor, and/or parent. Students were generally tutored outside the classroom and when possible during the subject time in which they received tutoring. Tutoring sessions lasted between 30 to 60 minutes.

Evaluation Activities

This report is based on site visits occurring from February, 1986 through July, 1986. Activities conducted during these site visits were designed specifically to provide process evaluation and to gather data for summative evaluation efforts. Site visit activities included:

- Presentation and review of the evaluation plan with project staff
- Observation of staff at three schools
- Interviews of staff at three schools
- Review of program documentation
- Conducted tutor meetings
- Administration of a tutor questionnaire
- Review of summer program activities

Attachment A provides a summary of responses to the tutor questionnaire. This questionnaire was a comprehensive instrument that provided information for the process evaluation. It should be noted that the questionnaire was administered by the evaluators in an effort to provide additional information for long range planning and program evaluation, not as a specific activity of the 85-86 program evaluation process.

This report addresses Title IV's efforts in the attainment of the project goals and the achievement of program objectives. A variety of sources were utilized for this evaluation. Two primary sources were the quarterly tutoring summary reports and the tutoring progress reports. Quarterly summaries report the number of hours tutoring was provided each student and students' grades for subjects in which tutoring was received. Attachment C provides a sample of this report form. Student progress reports are post-tutoring measures compiled by the classroom teacher. These reports reflect the teacher's assessment of the student's performance in the eight school-related behaviors described previously. Slightly less than 19% of these forms were completed on the same student but by different teachers, as the student was tutored in more than one subject.

Secondary sources of information for evaluation purposes included the project proposal minutes of the Parent Advisory Committee meetings, a needs assessment completed by parents, reports from the parent training activities, and monthly progress reports. These data provide reflection of project activities and present relevant information regarding achievement of program objectives.

Evaluation Results

Canoncito Component

Objective 1.0: By the end of the 1985-86 academic year, based on a 75% return rate of the Student Progress Report, 50% of the Native American students, 6-12, who received supplemental academic assistance, will show improvement in the designated skill areas listed.

1. listening skills
2. following directions
3. turning in work on time
4. participating in class
5. attendance
6. attitude toward school
7. self-concept
8. self-management

Measurement

At the end of the school year, classroom teachers were requested to complete a brief progress report on students who received tutoring. Separate reports were completed for each subject area tutored. Teachers were asked to rate student performance in each of eight skill areas. A three point rating scale was employed with "1" representing "no improvement" and "3" representing "a lot of improvement."

Results

Progress reports were completed for 31 or 100% of the student-subject combinations representing 21 students in grades 6-12. In order to have met the objective at least 50% of the students should have received a rating of 2 or 3 on each of the eight skill areas. The Canoncito students surpassed the objective in six of the eight areas. The areas and percent of students showing "some" or "a lot" of improvement are listed below.

Following directions -	93%	Turning in work on time -	87%
Attendance -	74%	Attitude toward school -	73%
Self-concept -	80%	Self-management -	73%

When questioned about the time students spent out of class, 90% of the teachers responded that they felt improvements made because of tutoring warranted the time students were out of class. When asked about program effectiveness, 90% of the teachers indicated the program had been "somewhat successful" to "very successful" in meeting students' needs. These results are summarized in Tables 1 and 2.

Discussion

Based on the classroom teacher assessment and interviews with the tutors at both schools, it is evident that the tutoring program is helping Canoncito students to improve in a variety of school related skills areas. It should be noted that the Canoncito students present unique needs and a special challenge to the Title IV program. These students are bussed approximately 45 miles

from the Canoncito Navajo Reservation to APS schools. The first language of these students is Navajo and as limited English proficient students they experience difficulties with courses taught totally in English. Tutors observed that the individual assistance provided often helped students overcome a lack of self-confidence experienced in an all-English speaking classroom.

Objective 2.0:	By the end of the 1985-86 academic year, the Canoncito Parent Advisory Committee for APS will have met at least four times to review program concerns, at least three different parents will have spent one day at each identified school, and weekly contact will be maintained with the Johnson O'Malley Community Liaison from Canoncito.

Measurement

Minutes from the Parent Advisory Committee (PAC) meetings and the coordinator's daily log of activities were reviewed as data sources.

Results

Meetings with the Canoncito PAC occurred on September 19, 1985; March 4, 1986; April 3, 1986; and April 23, 1986. Three meetings were held in the Canoncito community and one in Albuquerque. Program emphasis was discussed and progress reports were presented at each meeting. The coordinator's log indicated that one parent visited Chaparral Elementary School and another parent visited John Adams Middle School on April 30, 1986. A third parent visited West Mesa High School April 14-18, 1986, and made several cultural presentations. All visits were arranged by the project coordinator and included classroom observations and meetings with teachers. These activities meet those required by Objective 2.0 for the Canoncito component.

Discussion

The project seemed to make an adequate effort to keep parents informed about project activities. It was through this coordination that the special cultural presentations were made at West Mesa High School during Indian Week. The project coordinator reported that parents were encouraged to visit the schools as often as they liked. However, participation by the Canoncito parents was limited by important considerations. Due to limited English proficiency many Canoncito parents may find it difficult or uncomfortable to visit schools. Further, it is 45 miles from Canoncito to the Albuquerque schools which students attend. Parents may not have transportation or time in their schedules to travel the 45 miles.

Isleta and Urban Components

Objective 1.0: By the end of the 1985-86 academic year, 50% of the Native American students in grades 6-12 who are receiving supplemental academic assistance will have maintained their entering grade,* i.e., not received a lower grade and/or will have increased their entering grade in the subject according to grades assigned by the subject teacher.

*Entering grade means the grade which the student was receiving at the time tutoring was started. At least a "D" must be maintained.

Measurement

Data were derived from tutors' quarterly progress reports. Grades were assigned by classroom teachers for subject(s) being tutored. Comparisons were made when at least two scores were reported. Length of tutoring ranged from only one hour to several hours weekly for four quarters.

Results

Six-hundred-eighty-one possible comparisons of grades were compiled for students receiving tutoring in a variety of subjects. Students improved or maintained a grade of at least a "D" in 419 or 62% of these comparisons which clearly exceeds the objective of 50% of the students maintaining passing grades. Of the number of students showing improvement or maintaining at least a D, 41% showed grade improvement and 20% of the students maintained at least a D average. Comparisons could not be made in 132 cases. The objective was met and surpassed.

Discussion

The consistency with which tutoring sessions were met varied greatly. Some tutors met daily with students, while others met far less frequently. In some cases, particularly at the high school level, tutors report that students did not seem adequately motivated to attend tutoring sessions or to produce the work required to maintain a passing grade. This was evidenced by student's failing to attend tutoring sessions and failing to complete homework assignments.

Objective 2.0: By the end of the 1985-86 academic year, based on a 65% return rate of the Student Progress Report, 50% of the Native American students, K-12, by grade level, who received supplemental academic assistance will show improvement in the designated skill areas listed.

1. Listening skills
2. Following directions
3. Turning in work on time
4. Participating in class
5. Attendance
6. Attitude toward school
7. Self-concept
8. Self-management

Measurement

Classroom teachers were requested to complete a brief progress report on each class for which students received Title IV tutoring services. Teachers were asked to evaluate students in the eight skill areas by ranking each student's performance on a 1 to 3 scale.

Results - Isleta

Progress reports were completed by 130 or 55% of the individual classroom teachers of secondary students who were tutored in the Title IV program. The criterion of 50% was met and surpassed for all eight skill areas with percentages of students showing "some" or "a lot of" improvement in each skill listed below.

Listening skills -	78%	Following directions -	77%
Turning in work on time -	77%	Participating in class -	70%
Attendance -	64%	Attitude toward school -	75%
Self-concept -	77%	Self-management -	70%

Of the teachers who responded 76% felt that the student improvement justified the time spent outside class for tutoring and 83% felt that the program was either "somewhat" or "very" successful in meeting the students' needs. These results are summarized in Tables 3 and 4.

Results - Urban

Progress reports were completed for 334 or 52% of the individual classes in which elementary and secondary students were tutored. However, because secondary students had more than one teacher and were often tutored in several subjects, it was not possible to determine how many individual students the sample represents. The criterion of 50% of the students receiving a rating of 2 (some) or 3 (a lot of) improvement on each of the eight skills areas was met for seven of the skills. The percentage of students showing improvement met and exceeded the criterion of 50% in the following areas:

Listening skills -	76%	Following directions -	75%
Turning in work on time -	66%	Participating in class -	59%
Attitude toward school -	67%	Self-concept -	67%
Self-management -	68%		

Improvement in the area of attendance was based on a return rate of 52% rather than the required 65%, thus making the reporting of improvement invalid in this area.

Of the teachers responding, 62% felt that student improvement justified the time spent outside of class for tutoring. Of those responding, 85% felt that the program was "somewhat successful" or "very successful" in meeting students' needs. These results are summarized in Tables 5 and 6.

Discussion

The number of hours students were tutored varied. Data indicate that more than 500 students were served through the program. The greatest demand on the tutors, by their report, occurs at the high schools where subject matter is complex and dependent on concepts and skills developed earlier. However, response from teachers of tutored high school students indicates that time out of class is justified by the improvement.

Objective 3.0:	The Title IV-A Parent Committee members will meet at least three times during the school year with representatives from the APS Parent Involvement Center to encourage better Indian parent involvement in activities sponsored by the school and the program.

Measurement

Assessment was completed through a review of minutes from Parent Advisory Committee meetings for the parents.

Results

The following conferences were attended by members of the Parent Advisory Committee:

February 8, 1986 8:30 - 1:00 Mini-Conference	March 20, 1986 7:30 - 5:00 Indian Education Conference for Parents (APS and SDE)	April 12, 1986 8:30 - 1:00 Mini-Conference

Discussion

The Mini-Conferences were held at the APS Parent Involvement Center and provided a wide range of seminars for parents by allowing them to select two seminars of interest during each conference. The Indian Education Conference was open to all parents.

Summer School Component

The Title IV project was extended through July 31, 1986 so that summer school and curriculum development could be included in the 1985-86 project. Six

tutors were assigned to assist students in the elementary, middle and high schools during the summer session. Forty students enrolled in 114 classes in the elementary summer school program. At the secondary level 17 students enrolled in 32 middle school classes and 72 students enrolled in 116 high school classes. A total of 129 students were served by the Title IV summer school extension.

Three persons assisted the project coordinator in developing resource materials for elementary and secondary language arts and secondary math. The three curriculum developers completed competency lists and resource materials for the elementary and secondary levels. All curriculum materials will be pilot tested during the next project year (1986-87). These materials are listed below.

Elementary - 1. Competencies for language arts
2. Assessment method for each language arts competency
3. Activities for use with competencies

Secondary - 1. Competencies for language arts 6-12
2. Competencies for math grades 6-12
3. Activities for use with competencies
4. Cross reference of published materials with competencies

Objective 1.0: By the end of summer school, 1986, 75% of target students (tutored) will successfully complete (pass) the courses for which they enrolled as demonstrated by passing grades.

Measurement

Two sources of documentation were used for assessment: (1) records of payment for individual students attending summer school and (2) number of classes each student attended. The second list of students attending classes was that maintained by tutors assigned to work with students.

Results - Middle School

Seventeen students were enrolled in 32 middle school classes. Of the 17 Title IV enrollees, 6 were tutored in a total of 12 subjects. For these courses, eight (67%) were completed with passing grades, one (8%) was failed, and students withdrew from three (25%).

Results - High School

Seventy-two students, enrolled in 116 courses, received Title IV tuition benefits. Tutoring was provided to 46 students in 66 courses. Passing grades were received in 59 (89%) of these courses, one course was failed, and six courses were recorded as withdrawals. The objective for the high school students was met.

Discussion

The objective could be evaluated only for middle and high school students as elementary students do not receive letter grades. Results of the summer school program indicate that the tutoring and scholarship program offered during the summer was effective. Data are summarized in Table 7.

Summary and Conclusions

The 1985-86 Title IV program offered supplemental tutoring both as direct intervention and as a medium through which to improve school related behaviors. It further offered activities to improve parent interest and involvement.

The program as it was structured served over 500 students and generated an abundance of data. Program size and scope are key elements in effectiveness. Tutors report that advanced course content and remediation requirements make tutoring a difficult service to successfully provide at the high school level. Therefore, project personnel and the Parent Advisory Committee (PAC) may wish to investigate the effects of directing program emphasis to intervention in the earlier grades. This may eventually reduce the need for intervention at the secondary level. Methods for collecting and organizing project data that also allow easy access and review are integral to program functioning. Efficient data management systems should be given strong emphasis if ongoing program improvement is to be realized.

In summary, the three components within the Title IV program had a total of seven objectives addressing the areas of improvement in grades, improvement in school related behaviors, and increased parent involvement. The project met and exceeded six of these seven objectives, with the seventh objective being partially met. The objective for the Urban and Isleta components addressing improving and/or maintaining passing grades was achieved. Students' performance on school related behaviors surpassed expectations for the Canoncito and Isleta components and was partially met for the Urban component (improvement on 7 of 8 skills). Efforts to secure parent involvement from both the Canoncito and Urban components were also successful.

Over 60% of the cooperating classroom teachers in each of the three components indicated that the time spent out of the classroom for tutoring was justified by the students' success. The program was seen by more than 80% of these teachers to be "somewhat" to "very" successful in meeting the needs of the students. Overall, the 1985-86 Title IV program appears to have been successful in meeting project objectives and student needs.

TABLE 1
SUMMARY OF CANONCITO
SCHOOL-BASED TUTORIAL PROGRAM
1985-86

NAME OF SCHOOL	JOHN ADAMS MIDDLE SCHOOL			WEST MESA HIGH SCHOOL			
GRADE LEVEL	6	7	8	9	10	11	12
NUMBER OF STUDENTS TUTORED	2	1	0	9	3	2	4
SUBJECTS TUTORED	Math Language Arts			English Consumer Math Intro. to Algebra Algebra I and II Basic Geometry Western History		U.S. History Civics Biology Physical Science Physics Spanish	

TABLE 2
TEACHER EVALUATION OF CANONCITO SECONDARY STUDENTS
RECEIVING HOURLY TUTORING
1985-86

SKILL AREA	Amount of Improvement Expressed in Percent of Responses			Percent of Responses for Which Skill Area is Not Applicable
	None	Some	A Lot	
Subjects Being Tutored	0	81	19	0
Listening Skills	3	19	13	65
Following Directions	0	77	16	7
Turning in Work on Time	10	74	13	3
Participating in Class	6	16	10	68
Attendance	13	64	10	13
Attitude Toward School	13	63	10	14
Self-Concept	0	70	10	20
Self-Management	10	69	4	17

	YES	NO	N/A
Did the improvement justify the time spent outside of class?	90%	3%	7%

	Very	Somewhat	Not at All
How successful was the program in meeting the students' needs?	10%	80%	10%

N=31 Questionnaires

TABLE 3
SUMMARY OF ISLETA
SCHOOL-BASED TUTORIAL PROGRAM
1985-86

NAME OF SCHOOL	POLK MIDDLE SCHOOL			RIO GRANDE HIGH SCHOOL			
GRADE LEVEL	6	7	8	9	10	11	12
NUMBER OF STUDENTS TUTORED	10	19	22	45	38	25	15
SUBJECTS TUTORED	Literature Language Arts Mathematics Science Health Social Studies			English Mathematics Algebra I Accounting Geometry Trigonometry		Biology Science Health Civics World Geography	

TABLE 4
TEACHER EVALUATION OF ISLETA SECONDARY STUDENTS
RECEIVING HOURLY TUTORING
1985-86

SKILL AREA	Amount of Improvement Expressed In Percent of Responses			Percent of Responses for Which Skill Area is Not Applicable
	None	Some	A Lot	
Subjects Being Tutored	16	47	35	2
Listening Skills	19	54	24	3
Following Directions	18	47	30	5
Turning in Work on Time	23	38	39	0
Participating in Class	27	46	24	3
Attendance	25	31	33	11
Attitude Toward School	22	38	37	3
Self-Concept	21	43	34	2
Self-Management	25	41	29	5

	Yes	No	N/A	Missing Data
Did the improvement justify the time spent outside of class?	76%	16%	2%	6%
	Very	Somewhat	Not at all	Missing Data
How successful was the program in meeting the students' needs?	49%	34%	15%	2%

N=130 Questionnaires

TABLE 5
SUMMARY OF URBAN HOURLY TUTORIAL PROGRAM
1985-86

LEVEL	GRADE	# OF STUDENTS	TOTAL PER LEVEL
ELEMENTARY	K	3	75
	1	19	
	2	17	
	3	11	
	4	15	
	5	10	
MIDDLE	6	48	132
	7	48	
	8	36	
SECONDARY	9	44	134
	10	38	
	11	28	
	12	24	
		PROGRAM TOTAL	341

TABLE 6
TEACHER EVALUATION OF URBAN ELEMENTARY & SECONDARY STUDENTS
RECEIVING HOURLY TUTORING
1985-86

SKILL AREA	Amount of Improvement Expressed In Percent of Responses			Percent of Responses for Which Skill Area is Not Applicable
	None	Some	A Lot	
Subjects Being Tutored	16	48	26	10
Listening Skills	20	58	18	4
Following Directions	21	53	22	4
Turning in Work on Time	30	37	29	4
Participating in Class	34	43	16	7
Attendance	26	30	14	30
Attitude Toward School	23	47	20	10
Self-Concept	17	48	19	16
Self-Management	25	49	19	7

	Yes	No	N/A	Missing Data
Did the improvement justify the time spent outside of class?	62%	11%	22%	5%
	Very	Somewhat	Not at all	Missing Data
How successful was the program in meeting the students' needs?	36%	49%	12%	3%

N=334 Questionnaires

TABLE 7
SUMMARY OF SUMMER SCHOOL PROGRAM
ENROLLMENT
1986

LEVEL	GRADE	# OF STUDENTS	# OF COURSES	# COURSES TUTORED
ELEMENTARY	1	8	20	*
	2	13	32	*
	3	6	24	*
	4	5	17	*
	5	8	21	*
MIDDLE	6	5	9	8
	7	5	10	3
	8	7	13	1
SECONDARY	9	2	4	2
	10	21	31	21
	11	21	34	13
	12	28	47	30
	PROGRAM TOTAL:	129	262	78

*Data were not available on courses tutored in the elementary summer school program.

Tutor Questionnaire
Title IV Indian Education

A questionnaire was given to each tutor working in the program during the 1985-86 school year. The responses were tabulated and summarized by the evaluators in partial fulfillment of a contract secondary to the evaluation contract. The summary was provided to the Title IV program in March, 1986. Summary results were reformatted by PRA into a narrative presentation for inclusion in this report.

SUMMARY

All Title IV Indian Education tutors were requested to complete the questionnaire. Not all of the 31 persons responding answered all of the questions on the survey. Since questionnaire items are school specific, some tutors assigned to more than one school completed questionnaires for each school in which they tutor.

1. Persons tutoring at each level

   Elementary..... 8
   Middle.....12
   High School....12
   Home..... 1

2. Length of time worked per week

   5 days per week....17
   4 days per week.... 1
   3 days per week.... 2

   The remaining tutors indicated they worked 7-15 hours per week.

3. Length of time employed as tutor

   2 weeks.....1
   5 months.....4

   1 year 6
   2 years.....8
   3 years.....7
   4 years.....3
   5 years.....2

4. Number of students served by tutors

   5-10 students.....8
   10-15 students.....9
   16-20 students.....7
   21-25 students.....1
   26 or more.....4

5. Tutors providing services in each subject

Math	31	History	6
Language Arts	24	Foreign Language	4
Science	17	Reading	4
Social Studies	8	Spelling	4

6. Adequacy of location in which tutoring occurs

Excellent....22	Adequate....9	Poor....2

7. Location of most tutoring

Library	9	Area offices	1
Tutorial room	7	Boiler room	1
Media Center	3	Classroom	1
JOM Building	3	Hall	1
Conference room	2	Paper storage room	1

8. Materials/equipment needed and not available

Basic supplies	4	A-V equipment	1
Blackboard	9	Reading resources	1
Books	2	Remedial workbooks	1

9. Areas in which tutors feel most qualified to tutor

Math	19	History	6
English	9	All	5
Language Arts	9	Spelling	2
Science	8	Business	1
History	6		

10. Areas in which tutors feel least qualified to tutor

Higher Math	9	Phonics	1
English	6	Science	1
Foreign Languages	4	Social Studies	1

11. Training needs and recommendations (summary of comments)

Tutors expressed a need for project orientation and in-services on administrative and management techniques. Specific suggestions in these areas were discussions of project goals and objectives, time management techniques, student motivation techniques, information on general characteristics of the population served, and information on behavioral expectations for students. Refresher courses for subjects, instructional techniques in all curricular areas, and increased availability of

resource materials were identified as needs of tutors. Tutors also expressed an interest in meeting with other tutors to share materials, techniques, and ideas about structuring tutor time.

12. Role of the resource teacher in Title IV (summary of comments)

Comments about the role and function of the resource teacher ranged from being highly positive ones to ones that were simply role descriptions. A single negative comment and a few indicating contact being insufficient to support comments were also reported in the evaluator's summary. When viewed within the total structure of the Title IV program, the role of the resource teacher seemed to be an issue of some confusion for tutors. However, the resource teacher was seen as helpful in her role as liaison between student, tutor, and school personnel. Her understanding, encouragement, and support were identified as supervisory strengths. Her technical support was described as adequate to excellent, with her ability to consult based on past experience seen as a true asset. The comment of concern, that the resource teacher's negative attitude was influencing others, seems to be counter balanced by such comments as there needing to be more resource staff, and that the resource teacher was very helpful and supportive.

13. Number of in-service training sessions attended this year

No sessions.....7	five sessions.....2
one sessions.....3	six sessions.....6
two sessions.....4	eight sessions.....1
three sessions.....6	

14. Number of Title IV training sessions attended

no session.....7	three sessions.....2
one session.....5	five sessions.....2
two sessions.....7	

15. Quality of inservice training (summary of comments)

Tutors generally feel the in-services offered are of good quality and are useful. However, some tutors noted that the in-services were too infrequent and involved too much paper work. The problem of paperwork may be unavoidable due to timekeeping procedures for hourly paid employees. Poor tutor attendance at the in-services was cited as a problem. Lack of motivation to participate was noted by some as the reason for this non-attendance. Topics specific to tutor interest were suggested rather than topics of a more general nature. Overall, however, comments about the quality of in-service sessions were positive.

16. Classroom teachers are well informed of tutor's role

Yes.....26 No.....5

Summary of comments: Although the majority of the comments recorded indicated that teachers were well aware of the role of the tutor, and accepting of it, a few felt a pamphlet or written explanation of the role would be helpful to have available.

17. Number of weekly meetings with students

one to two times.... 6	four to five times...2
two to three times..16	varies.....1
two to five times... 6	

18. Number of minutes spent with each student

30 minutes.....1	30-60 minutes.... 8
30-45 minutes....2	60 minutes.....11
45 minutes.....8	Varies..... 1

19. Time with students is adequate

Yes.....22 No.....7 No response...2

20. Procedures used to schedule students
Recommendations for scheduling (summary of comments)

When questioned about the procedures tutors used to schedule students for tutoring sessions, five broad categories emerged. Scheduling through the counselor, principal or assistant principal was noted as an effective procedure. Tutors also scheduled according to the classroom teacher's schedule or worked out schedules individually with student and teacher. Often this latter method meant the students attended tutoring sessions during their free time, during lunch time, or after school. Unfortunately more than one tutor's procedure can be summed up in the following comment, "Too often it's hit and miss. Many teachers refuse to allow students out of class. Many students come at lunch time or after school." The most frequently cited procedure involved working teachers', students', and tutors' schedules around school activities and policies. Although a few tutors felt the present method of scheduling was adequate, some tutors made recommendations for different scheduling procedures. A set procedure, based on a needs assessment was suggested, along with grouping according to needs. Greater cooperation from teachers and some indication for tutors about the amount of authority they can use in developing students' schedules were cited as ways to ease difficulties in scheduling.

21. Frequency of meetings with classroom teachers

Frequently...21 Sometimes....9 Rarely....0 No response....1

22. Meetings with classroom teachers (summary of comments)

Comments regarding meetings with classroom teachers were mostly positive. Tutors remarked that these meetings were informative and helpful, and gave them a sense of real teamwork. Some felt strongly enough to recommend that the meetings be mandatory for tutors and teachers alike. Although a few tutors indicated that some teachers resented students participating in the program, most were seen as cooperative and supportive.

23. Number of contacts made with parents

all parents.....3 one to five parents....14
eleven or more parents...5 none of the parents.... 2
six to ten parents.....4

24. Parent involvement (summary of comments)

Comments regarding parent involvement were almost equally divided between positive and negative ones. It should be noted however, that negative comments about parent involvement usually were that there was no involvement or that involvement was minimal. Several tutors noted that parent involvement was critical to the program and that although it had improved over the years, there was still room for much more participation and interest.

25. Rating of tutor morale

Excellent...16 Good....1 Fair....3 Poor....1

26. Recommendations for improving morale (summary of comments)

Many of the recommendations for improving morale and program operations involved the need for better tutor orientation to the Title IV program, its goals and objectives, better training, and modifications in the employment procedures (salaried rather than hourly employment). More structure and clearer definitions of the tutor role were cited as being potentially helpful. Less paper work, better communication with administration, and greater input on decision making were other improvements recommended by tutors.

Attachment B

APS Indian Education

TUTORING PROGRESS REPORT

Note to Classroom Teachers: *Please complete one form for each student who received tutoring through Title IV or Title VII. This form should be completed at the end of the school year or whenever the student terminates tutoring. The information will be used to assess the effectiveness of the program. Write the number that corresponds to your answer in the blank to the left of each question.*

To be completed by Tutor

Student: _____ Tutor/Aide: _____

Teacher: _____ School: _____

Course Name/Subject: _____

_____ Program (1 = Title IV; 2 = Title VII)

_____ Component (Title IV only: 1 = Canoncito; 2 = Isleta; 3 = Urban)

_____ Subject (1 = English/Reading/Language Arts; 2 = Math; 3 = Science; 4 = Social Science; 5 = Other)

_____ Student ID#

Rate the student's improvement in each of the areas listed using the scale below.

0 = Not applicable
1 = No improvement
2 = Some improvement
3 = A lot of improvement

1. _____ Subject(s) being tutored
2. _____ Listening skills
3. _____ Following directions
4. _____ Turning in work on time
5. _____ Participating in class
6. _____ Attendance
7. _____ Attitude toward school
8. _____ Self-confidence
9. _____ Self-management
10. _____ Other _____
11. _____ Did the improvement justify the time spent outside of class?
    0 = Not applicable
    1 = Yes
    2 = No
12. _____ How successful was the program in meeting this student's needs?
    1 = Not at all successful
    2 = Somewhat successful
    3 = Very successful

Additional Comments: _____

_____

_____

On the average, how many times per month did you meet with the tutor/aide? _____

THANK YOU! PLEASE RETURN TO SANTA BARBARA CENTER BY APRIL 26, 1985.

BEST COPY AVAILABLE

QUARTERLY TUTORING SUMMARY REPORT
ELEMENTARY
TITLE 4-A

SCHOOL: _____

TUTOR: _____

COMPONENT
- ☐ Urban
- ☐ Canoncito
- ☐ Isleta

STUDENT ID #	STUDENT NAME	GRADE LEVEL	DATE TUTORING BEGAN	DATE TUTORING ENDED	SUBJECT BEING TUTORED	NUMBER OF HOURS TUTORED 1st	2nd	3rd	4th

QUARTERLY TUTORING SUMMARY REPORT
SECONDARY
TITLE 4-A

COMPONENT
- ☐ Urban
- ☐ Canoncito
- ☐ Isleta

SCHOOL: _____

TUTOR: _____

STUDENT ID#	STUDENT NAME	GRADE LEVEL	DATE TUTORING BEGAN	DATE TUTORING ENDED	COURSE BEING TUTORED	*COURSE NUMBER	GRADE REPORTS when tutorg began				# OF HOURS TUTORED 1st	2nd	3rd	4th